

# *Penn Cambria Curriculum*

<b>Course Name</b>	<b>Graphics and Illustration</b>
<b>Length of Course</b>	9 weeks ½ credit
<b>Grade Level</b>	9 - 12
<b>Prerequisites</b>	None
<b>Course Description</b>	This course functions as a survey of art with experiences in style, procedures and uses of materials in the production of Graphic Art and Illustration (Commercial Art). Students learn basic printmaking, techniques and procedures, followed by areas of Calligraphy, Poster design and Logo design.
<b>Units of Study</b>	<ul style="list-style-type: none"><li>• Printmaking</li><li>• Calligraphy</li><li>• Poster Design</li><li>• Logo Design</li></ul>
<b>Materials</b>	Misc. Art supplies, Handouts, Visuals, Vocabulary Booklet

## **Unit 1: Graphics and Illustration**

**Estimated Time:** 8 weeks

### **Standard Alignment:**

- 9.1.12B – Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
- 9.1.12C – Integrate and apply advanced vocabulary to the arts forms.
- 9.1.12E – Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.
- 9.1.12F – Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.
- 9.1.12H – Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.
- 9.3.12A – Explain and apply the critical examination processes of works in the arts and humanities. (compare and contrast, analyze, interpret, form and test hypotheses, evaluate/ form judgments).

### **Curricular Objectives:**

- A. Students will:
- Understand the techniques, tools, materials and methods of commercial art.
  - Know the techniques, tools, materials and methods.
  - Identify their uses in many forms of commercial art.
  - Know and be able to apply to commercial art the elements and principles of art and other concepts of art.
  - Apply all of the above to the creation of commercial art.
  - Evaluate/analyze commercial art on the basis of all of the above.
- B. Students will:
- Produce products related to many fields of commercial art (advertising, exterior design, product design, architectural design, etc.).
  - Identify the purpose of the product.
  - Find and analyze several similar forms in commercially produced products.
  - Rough out several designs of the product.
  - Choose the best design.
- C. Students Will:

- a. Understand how technology affects the world of commercial art and be able to create products using technology.
  - b. Know several forms of technology used in commercial art (computers, other forms of printing, etc) and the uses and particular traits of each.
  - c. Create and evaluate own products in those forms of technology which are available.
- D. Students will:
- a. Understand commercial art as a career.
  - b. Be familiar with several careers in commercial art including skills and training necessary, benefits and rewards, limitations and problems, and special considerations.
  - c. Give and justify a personal response to commercial art as a career.

### **Assessments/ Measurement of Objectives:**

- The student will create art in a responsible manner by transferring learned design elements and principles to a variety of art projects.
- The students will demonstrate vocabulary knowledge via written and oral presentations.
- Completion of Art projects.
- Written essays, summaries and narratives.

### **Suggested Methods of Instruction / Learning Activities:**

#### **A. Printmaking**

- a. General introduction to graphics from handwritten scripts to multi-media printing of today (limited edition print plus other vocabulary – given).
- b. Teacher demonstration and explanation of printing technique – positive/negative space, cutting tools, linoleum block, brayer, and varied print papers.
- c. Student sketch possible designs (3) on paper cut the same size as the linoleum shape.
- d. Decide on the best sketch, transfer to block and carve.
- e. Print trial runs and re-cut where print is unclear.
- f. Make a series of good proofs.
- g. Print on muslin for class display.

#### **B. Calligraphy**

- a. Examples, handouts given.
- b. Practice 8 fonts in pencil, then pen and ink
- c. Write first and last name on parchment.
- d. Choose a poem or quote and write in pen and ink.
- e. 3” square introductory letter with border.

#### **C. Poster Design**

- a. Incorporate design elements into poster designs (contest) of teacher’s choice.

#### **D. Logo**

- a. Develop a logo for a hypothetical company or organization.
- b. Include a package design advertisement and label.

## Unit: Graphics and Illustrations Art Appreciation

**Estimated Time: 1 week**

### **Standard Alignment:**

9.2.12A – Explain the historical, cultural and social context of an individual work in the arts.

9.2.12D – Analyze a work of art from its historical and cultural perspective.

9.2.12H – Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.

9.2.12I – Identify, explain and analyze philosophical beliefs as they relate to works in the fine arts.

9.2.12L – Identify, explain and analyze common themes, forms and techniques from works in the arts.

9.3.12A - Explain and apply the critical examination processes of works in the arts and humanities. (Compare and contrast, Analyze, Interpret, Form and test hypotheses, Evaluate/form judgments).

9.3.12D – Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response.

### **Curricular Objectives:**

#### **A. Understand and appreciate the cultural and historical context of art.**

- a. Research art from several points of view (cultural, artists, movements, historical, technical, etc.)
- b. Know how a specific culture's art expresses details of that culture (values, settings, Religion, etc.).
- c. Evaluate and respond to diversified art on the basis of the elements of design, subject matter and theme.

#### **B. Gain an increased awareness of social, natural, and human-made surroundings.**

- a. When placed in a familiar natural setting, social setting and/or site in a building or neighborhood be able to verbally identify elements not before noticed in more than one sense (smell, sound, sight, feeling, taste).

#### **C. Possess an introductory understanding of theme, style, and technique in art.**

- b. Know the concepts of theme, style and technique in art.
- c. Know about two or three major artistic movements (abstract, expressionism, impressionism, classical realism, etc.) including when, artists, major works, themes, styles, techniques, source of ideas, media, etc.
- d. Using artistic terms and concepts; be able to give a personal response to these movements.
- e. Identify and describe theme, style, technique in art and classify art by theme and style.  
Identify and describe theme, style and technique of your artistic work.

#### **D. Show proficiency in artistic skills.**

- f. Explain feelings art is meant to generate.
- g. Identify elements of art.
  - Line
  - Texture
  - Shape
  - Form
  - Color
  - Space
- h. Identify principles of art.
  - Variety
  - Movement
  - Repetition
  - Emphasis
  - Unity

### **Assessments/ Measurement of Objectives:**

- The students will demonstrate vocabulary knowledge via written and oral presentations.
- Written essays, summaries and narratives.

### **Suggested Methods of Instruction / Learning Activities:**

- ✓ Essay using design elements and principles to describe a famous painter's art work.
- ✓ Library research
- ✓ On going references throughout course